WELLESLEY, MASS.

Wellesley College News

Vol. XLV — WELLESLEY, MASS., OCTOBER 29, 1936 — No. 5

Agora Sponsors Election Rally

Torchlight Parade Will Start Festivities; Dormitories To Portray Factions

RETURNS WILL BE HEARD

On that eagerly anticipated, controversial day which only comes once in four years, election day, November 3, the traditional all-college rally, directed by Agora society, will start with a torchlight parade at 7 p.m. from the Quadrangle. Most of the dormitories have been organized to represent various national groups and factions. Dressed in appropriate costumes, then, with blatant banners and torches, and a forty-piece band leading the way, the all-college parade will wind its way over the campus collecting adherents as it goes. It will be joined at Homestead by members of freshman dormitories and of the faculty.

Concluding at Alumnae hall members of the faculty and students will be entertained by comedy of a very light variety, sponsored by the society. Since the electoral college will at that time be meeting, and since the voters of America will have done their worst, it was decided that notbing profitable could come out of a serious lecture or debate. The student body will expect, therefore, at such a time of stress merely to find emotional relief in being amused. The group will be brought back to cold reality by listening to election returns, broadcast at Alumnae hall.

Doughnuts, apples and frankfurters will be sold to add to the good cheer. Admission, however, is free.

NEWMAN CLUB WILL MEET

The Newman club will hold its first meeting Thursday, October 29, in Z. A. at 6 p. m. Supper will be served and Father Edward Dunne of the Wellesley Catholic church will be the speaker.

Barn Fall Informals, October 31 at 8 p. m. "Helena's Husband," "Half an Hour," and "The Happy Journey." Admission free. Programs on sale in the ticket booth Friday and Saturday.

Barn Presents Fall Informals Saturday

Club Announces the Casts for the Three One-Act Plays to be Given in Alumnae Hall

Barnswallows announces the casts for Fall Informals, three one-act plays to be given in Alumnae hall Saturday, October 31, at 8 p.m. Admission is free and the whole college is invited to attend.

Those taking part in *Half an Hour* by James M. Barrie are:

Bernice Block '40 as Lillian, Kitty Fiske '39 as Garsen, Phoebe Gould '40 as Susy, Harriet Hull '40 as Mr. Redding, Florence Lovell '39 as Mrs. Redding, Margaret Miller '38 as Hugh, Elizabeth VanWie '40 as Dr. Brodie, and Christine Hunter '39 as Withers.

The characters in Philip Moeller's *Helena's Husband* will be played by:

Marian Colwell '39 as Helena, Gretchen Frantz '38 as Tsumu, Ellen Libby '39 as Paris, Jeanne Washburn '38 as Analytikos, and Jacqueline Wolf '38 as Menelaus.

The third play, *The Happy Journey* by Thorton Wilder, will be given by:

Joan Field '40 as Ma, Joyce Knoedler '38 as Stage Manager, Margaret Martin '39 as Pa, Jane Strahan '40 as Arthur, Dody Voss '39 as Caroline, and Joan Wagner '40 as Beulah.

Ethel Kemmerer '37 is directing Barrie's play; Barbara Lieberman '37, Moeller's; and Nancy C. Uebelmesser '37, Thorton Wilder's. The classes of 1939 and 1940 are represented by seven members each in the casts, while 1938 has only five and 1937 none.

Torches Will Light Republican Wind-up

The Republican party is having its biggest event and final wind-up in Boston this Saturday night in the form of a spectacular torchlight parade. The delegations will meet at the corner of Marlborough and Gloucester streets at 6:30 with bands and costumes. The Wellesley group will be wearing sunflower hats, and every other person in the whole line will be carrying a sunflower torch. The parade will wind through the streets to Boston Garden where John Hamilton himself will speak and a special message from Governor Landon will be heard.

Admission to the Garden is by ticket only, so if you care to join this group, get in touch with Harriet Badenoch '37, Munger, immediately.

Students Make Drive Success

Amount Given Shows Increase of $930 Over Last Year; Pledges Total $7,150

THANKS TO DONORS

The Service fund campaign closed officially on Tuesday, October 13, and the committee reports pledges to date totalling more than $7,150. The student pledges are 1139 in number and total $4,022.40. The number of student pledges shows an increase of 94 over last year and the amount pledged by students an increase of $930.75.

These increases are encouraging to the committee because they show a growing sense of responsibility on the part of the college for members of society less fortunate than Wellesley college students and indicate an inclination to give a proportionate amount of student income in partial payment of that responsibility. While the campaign is over, pledges are still in order! By next June, when figures in regard to house standings will be published, the committee hopes to have a contribution from each member of the college. May each student remember Service fund when she receives an increase in allowance or an unexpected cash gift!

The Service fund committee wishes it could express adequately its gratitude to everyone who alds the committee in any way—the able speakers in behalf of Service fund, the heads of houses who allow five-minute speeches between dinner courses, the village juniors who select freshman canvassers, the strong corps of canvassers. May this paragraph in the News convey a "thank you" which each contributor to Service fund will take especially unto herself.

SOPHOMORES NAME ANNA TIEBOUT TO HEAD CLASS

Choose Officers at Meeting in Billings; Announced After Chapel; Wunderle Vice-President

At the sophomore meeting Thursday, October 22, in Billings hall, the class of 1939 chose its officers for 1936-1937. The president was announced as soon as the votes were counted. Anna Tiebout, of Norumbega, is the new chief executive.

After chapel Friday morning the other officers were announced from the steps outside the sophomore transept of Houghton Memorial chapel. The girls who were serenaded for their new positions are:

Betty Wunderle, vice-president; Martha Parkhurst, recording secretary; Dorothy Stout, corresponding secretary; Christine Hunter, treasurer; Peg Anderson, Carol Doty, and Ann Wemple, executive committee; Priscilla Davis and Kathleen Kelly, factota; and Peg Wyckoff, song leader.

HATHAWAY EXHIBITS AIKEN WATER-COLORS

Starting Sunday afternoon with a private opening and continuing through Saturday, November 14th—water colors by John D. Aiken will be on view at the Hathaway House bookshop. The pictures cover a wide range of subjects from the Maine coast to scenes in the West Indies. And there will be some of Mr. Aiken's boat pictures, in which he especially excels.

Wellesley Supports Landon By Small Majority In Straw Vote

JUNIORS WILL PRESENT FIRST MUSICAL COMEDY

Impressive Cast will Stoge 'In One Ear and Gone Tomorrow'; Free Admission for Everyone

The musical comedy is coming to Wellesley! For the first time in the history of Wellesley college a modern musical show, with original music, dialogue and dances, is going to appear on the stage of Alumnae hall, Friday night, November 6. A Wellesley chorus will swing into jazz where the staid classics have been portrayed, and the first junior show will come into being. Admission is free.

In One Ear and Gone Tomorrow is the name of the show. And that is exactly what the junior class has let happen to Wellesley's dramatic precedent. Wellesley is going to have a junior show this year, and it is going to be snappy, and light, and musical. Though perhaps not equal to such elaborate undertakings as the Triangle club or the annual Hasty Pudding shows, it will be a beginning of original musical productions in the college. And for that reason it should be a real high spot in the year's activities.

There will be no admission charges. The whole show is the responsibility of the junior class. The cast is impressive. The authors of the music and dialogue have undertaken no mean venture. Wellesley girls will be singing tunes from a Wellesley show after November 6.

The college is invited—students and faculty, and your friends.

The cast includes: *President*, Betty Flanders; *Dean of Studious Girls*, Grace Mandeville; *Susanelda Cinders*, Virginia Spangler; *W. King Westwater*, Jane Tracy; *Office Boy*, Katherine Campbell; *Dean of Aesthetes*, Mary Ganoe; *Dean of Muscular Maidens*, Marjory Morgan; *Dean of Prom Trotters*, Alma Brady; *Dean of Pious Persons*, M. L. Freeman; and *Honors in Speech*, Margaret Miller.

College Boys, Louise McKinney, Judy Martin, Anita Jones; *College Girls*, Anne Titus, Gwenny Wilder, Helen Wigglesworth, Virginia Locke.

Janitoresses, Peg Conlan, Nardy Reeder, Putzie Henrichs, Leonore Perlstein, Betty Anderson, Fran Davison, Marjorie Lesser, Lucille Goodkind, Barbara Shenstone, Betty Reardon, Claire Berger, Lillian Jameson.

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Freshmen and Juniors Favor Landon; Sophomores and Seniors, Roosevelt

FACULTY FOR ROOSEVELT

Although the total of the all-college straw vote conducted by News gave Landon 53% of the votes; Roosevelt 42%; Thomas, 4%; and Browder, 1%, the college is definitely divided into distinct groups on the question of the next president.

The freshmen and juniors strongly favor Landon with 72% of 1940 and 62% of 1938 who want to cherish the bloom of the sunflower. Both classes completely ignored Browder, but gave Thomas 3% and 6% of their vote respectively.

But the seniors and sophomores evidently hope that "sunflowers die in November." The seniors gave Roosevelt 51% of their vote, and the sophomores came out 53% for Roosevelt. Alfred Landon won 43% of 1937's votes, and 37% of 1939's. Thomas and Browder both scored 5% from 1939 and 3% from 1937.

The faculty was more decisive in its choice than the students, for Group II, which includes the departments of history, philosophy, and social sciences, favored Roosevelt with an overwhelming 88%, gave Landon 9% of their votes, and Thomas 3%, the largest Wellesley vote for this candidate.

Group I, which includes the departments of languages, art, and English literature and composition, also favored Roosevelt with a majority vote of 53%. Their votes for Landon totalled 47%.

Group III, which comprises the departments of sciences, however, disagreed heartily with the Roosevelt trend, and gave Landon a sweeping vote of 74%, with Roosevelt only rated 26%.

The administrative staff and the graduates also favored Landon, the former giving him 60% of their vote, and the latter, 66% of their vote.

PAY DAY

TUESDAY, NOVEMBER 3—A-L

WEDNESDAY, NOVEMBER 4—M-Z

8:30 A. M. - 4:30 P. M.

ROOM 140 GREEN HALL

Mary Ann Dilley Tells Experiences At International School In Geneva

"I feel that it would be selfish of me not to share my summer's experiences with the college as a whole, since I really owe these experiences to Wellesley," says Mary Ann Dilley '37, who won the College government Geneva scholarship for last summer. The reporter saw in Mary Ann's enthusiastic manner that the summer was one which no mere words could describe, but as Dilley began to talk even the bare facts made an interesting story.

"The school itself lasted six weeks," Mary Ann began, "but Ribs (Elizabeth Hubbard '37) and I were in Europe from the end of June 'till the beginning of September."

There were some eighty students at the school, representing 25 nationalities, including China, Persia, Syria, India, America and most of Europe. Sir Alfred Zimmern, Professor of International Relations at Oxford, was the director. Classes lasted from Monday morning until Friday noon with two lectures every morning, two seminars every afternoon, and a lecture each evening.

A comparative study of nationalities was the subject of one of the seminars, emphasizing cultures and disregarding politics. The lectures covered every conceivable field from the negro problem to revision of the League system.

"Knowing people, getting different points of view, working together, living together, made the summer what it was," Mary Anne continued. She lived in a French pension with nine other students. Although the pension was known to be *"pour les jeunes filles,"* two boys, a Persian and a Canadian, lived there, and were properly teased for it. American, English, Czecho-Slovakian, and Danish students as well lived in the same house.

"Oh, but these are just the facts!" Dilley said. "You can't possibly un-

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Faculty Explain Significance Of Colorful Academic Hoods And Robes

A cat may look at a king, and your Inquiring Reporter may look at the bright colors and intriguing velvets on the faculty robes in an academic procession. This time, however, we have done more than look; we have asked the faculty.

The velvets on the doctors' gowns are different colors, and mean different things. Any Ph.D. may have black velvet, but the colors depend upon the department in which you have taken your degree. For instance, philosophy is blue velvet; pink indicates music; green, medicine, and red, divinity; while purple shows an honorary degree, Doctor of Laws. This velvet is in vertical bands on the edges of the gown, and in stripes on the sleeves.

The colors lining the hoods indicate the college or university where you have taken your degree. The silk is usually a combination of the college color and white; thus Chicago has a maroon and white hood, Harvard a crimson, and Radcliff a cherry red one. Doctors, masters, and B.A. degrees have the same colors from the same institutions. It is the size and shape of the hood that varies. The hood itself is a relic from medieval times, and probably was worn over the head at one time. It still retains its hood-like form. Doctors' gowns have full, bell sleeves. The sleeves of the M.A. gown are short in front and long in back, with no velvet bands upon them to mark the discipline of their degree.

The Wellesley academic procession itself is formed according to the order of dates of the faculty appointments. The order remains the same for the entire year. In the inaugural ceremony, speakers, trustees and faculty members sat on the platform. President McAfee wore her Oberlin Doctor-of-Laws robe with its purple velvet stripes. Her hood was lined

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Speaker States Revenue Issue

Unbalanced Budget Advantage to Purchasing Power and Relief Expenditure

BUDGET NOT REAL ISSUE

"At the present time, as in 1932," said Mrs. Lucy W. Killough in the fourth lecture of the series on *Campaign Issues and Real Issues* at Pendleton hall, Wednesday, October 21, "the 'ins' did not balance the budget and the 'outs' promise that they will balance the budget."

Mrs. Killough pointed out that despite the obviously unconsidered promises of the Republicans to balance the budget, pay the farmers what industry would pay them and deprive none of relief who need it, the hypothetical *Balanced Budget* is neither desirable nor necessary during the present emergency.

"The government balances its budget annually," she stated, "except in a period of extensive public works such as the building of the Panama canal and during periods of stress such as war and depression."

The advantage of an unbalanced budget in times like these include expenditure for relief, increased purchasing power and the accomplishment of government jobs "better and cheaper." Despite insinuations to the contrary Mrs. Killough quoted figures to show that the government credit has not been impaired by its unbalanced accounts: On October 20 all government bonds and notes, sold at par; during the period 1928-36 of constructive expenditure the national debt increased half as much as during the world war, a period of destructive expenditure.

"The real issues," said Mrs. Killough, "are not concerned with the balanced budget, a fictitious invention concocted for the benefit of the campaign, but with expenditures for future emergencies and provisions for future income. With regard to the former it appears that the Democrats can plan calmly and that the Republicans entertain a definite repugnance, a defense mechanism, at the very thought of planning."

Mrs. Killough read excerpts from the Boston *Traveler* to illustrate the generally perverse attitude on the subject of taxes. The Batemans paid $194.56 in taxes; they also sent their daughter to the state university for one term and they drove their car over 8,000 miles of federal and state highways. The Greens paid $200 in taxes which might have gone toward their daughter's dancing lessons; they sent their daughter to the public high school and they benefited in innumerable ways from other public services.

"What will happen in the next administration to the federal revenue is one of the real issues in this campaign," concluded Mrs. Killough. "Will the government keep taxes up and make an effoft at balancing the budget? Will it prepare for the next emergency?"

BUREAU ADDS MEMBERS

The Wellesley College Travel bureau, under the expert leadership of Mrs. Claude U. Gilson, an alumna of Wellesley, and a widely experienced traveler and organizer, wishes to announce two new additions, Margaret Anne Clippinger and Hilda Swett.

The present Travel bureau was organized three years ago to facilitate travel arrangements for Wellesley students. It is the exclusive agency on the campus for all steamship lines and summer tours. This year more interesting trips to more interesting places are being arranged, including the Lake Placid Christmas trip, Bermuda and West Indies cruises, and German student groups.

Mrs. Gilson will be in Room C on the second floor of Green hall every Tuesday afternoon, and will be glad to confer with students having special problems. The other members of the staff will appear at their desk by the Ei table from 9:30-10:40 daily.

Head Will Talk For Socialists

Mr. Allen of Nofrontier News Service Speaks on Oct. 30 in Pendleton Hall

IS UP FOR GOVERNOR

Devere Allen, editor, author, and official in important liberal organizations, will speak for the Socialist party on the evening of Friday, October 30, at eight o'clock, in Pendleton hall.

Mr. Allen is director of the Nofrontier News service, an agency he founded in 1933, which has more than 150 correspondents located all over the world, and numbers among its clients the editors of periodicals reaching more than 8,000,000 readers. He is chairman of the information division of the Emergency Peace campaign, an editor of the American Socialist *Monthly*, a member of the national executive committee of the Socialist party, and with Norman Thomas is a member of the executive committee of the Labor and Socialist International with headquarters at Brussels.

At one time he edited *The World Tomorrow*, and was associate editor of *The Nation*. He has twice been candidate for the United States Senate from Connecticut, and is now candidate for governor on the ticket of the Socialist party in Connecticut loyal to the national Socialist movement.

The address will be under the auspices of the College Lecture committee and the Wellesley college Forum.

CHINESE GIRLS SING AT COSMOPOLITAN CLUB

First Meeting of T. Z. E. Great Success as Costumes, Doughnuts, Cider, Add to Festivities

The Cosmopolitan club met Friday, October 23, in T. Z. E. for the first time this year. Amy Hamburger '37 opened the meeting by explaining the plans of membership for foreign and American students. Since foreign girls are automatically included in the rolls of the club, they need only notify the secretary that they desire to become active members. American girls are instructed to write to Mary Fletcher '38 in Munger stating why they want to join the Cosmopolitan club. They will be notified upon acceptance within a short time.

The program Friday evening was in charge of Huel Ching Lu, graduate student. She began by singing the *Song of Soo*, a folk song in honor of a great man who worked among the uncivilized people in the north of China. Miss Lu next imitated the Chinese flute as played by Dr. Tze Koo, who spoke last year in Wellesley. The song was called *One Thousand Years of Happiness*, and the mood of the music expressed what Miss Lu called the "lazy life in China." "In China," she said, "we do not bustle and hurry as you do in America."

A joking song of a husband and wife was sung by Lucy Shen '39 and Nancy Woo '38, who were accompanied at the piano by Marjorie Li '40. Miss Shen wore a green and black silk costume as she impersonated the husband, who accused his wife of having big feet. The wife, Miss Woo, wore a black broeaded mandarin coat, and had flowers in her hair. Miss Li and Ya-lan Tsui gave their impression next of a Chinese dance, explaining first that as Chinese children are not taught to dance, they could only imitate professional dancers with "made-up" steps. Miss Tsui and Miss Li wore blue and pink gowns respectively.

The final number on the program was a religious song by all five of the Chinese girls. Refreshments served at the end of the meeting were the usual appetizing fare of Wellesley fall gatherings, cider and doughnuts.

MISS OVERACKER TALKS ABOUT CONSTITUTION

Shows Reversal of Historical Party Views; G. O. P. Demands States' Rights; Democrats, Federal

"The position of the two major parties regarding the relation of the power of the national government to the power of the state governments is reversed from their original position at the time of the framing of the constitution," said Miss Louise Overacker in her lecture on *States Rights*, the fifth in the current series on *Campaign Issues and Real Issues*, in Pendleton hall on Friday, October 23. "Originally the Democrats stood out strongly for state rights and the Republicans advocated strong federal power."

The scope of national governmental power has been severely curbed during the past administration by the power of the judges in passing on the constitutionality of particular measures put through Congress. "The nine old men" declared unconstitutional among other acts the NRA, the AAA and the railroad employees pensions.

"This power of determining constitutionality," Miss Overacker explained, "is the real issues of the political campaign. The Republicans see no need at the present for changing the constitution: the Democrats take a more realistic view of the constitution and its relation to the supreme court."

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CHRYSANTHEMUMS BLOOM

During the next two weeks the chrysanthemums in the Botany greenhouses will be at their best and members of the college are reminded that the houses are open for their pleasure from 8 A. M. to 5 P. M. on weekdays, and on Sunday from 8 A. M. to 12 noon, 1:30 to 5 P. M. On Sunday the south central door only of the palmhouse is open.

SKETCH CLASSES BEGIN

This year a bigger and better sketch class is to meet Wednesday afternoons. For an extremely reasonable fee, the group hires a model to pose. Anyone in college may join and work in the medium she prefers. If you missed the first meeting see Marjorie Kolmer in Severance as soon as possible and watch the Index board for notices.

BARN GIVES CONTEST

Barnswallows announce that again this year there will be a competition for the best one act play written by a student. If the play chosen is good enough for production, they will produce it as the last experimental play of the year. Rules of the contest will be published in News at a later date.

STUDENTS EXHIBIT ART

At the Farnsworth museum the exhibition of student class work will close on November 2. Right now another group is being hung, work done by any of the college students during the summer in the way of arts and crafts.

Students Speak At Math Club Meeting

Mathematical recreations provided much enjoyment for the members of the Mathematics club who held their first meeting at Agora last Friday night at seven-thirty.

Mary Luqueer '37, president of the club, presided over the meeting and introduced the speakers, Doris Gasteiger '38, Mariatta Tower '37, and Frances Brown '37.

Magic squares, the four-color theorem for maps, and a game in which the subject's age was derived by a complicated process of number manipulation . . . ("Take a number from one to ten . . . ") were a few of the games that were played and then explained and proved by formulas.

The meeting ended with singing and refreshments.

New Member Joins Hygiene Department

A new member of the department of hygiene and physical education is Miss Margaret Fitch from Carmel, California. She has done undergraduate work at the University of California and Baylor college at Belton, Texas. She received her M.S. degree from Mills college at Oakland, California. Her teaching experience has been at Baylor college, University of California summer session, Oakland public high schools, and Mills college. Her favorite sports are tennis, golf, and badminton. She is a member of the Berkeley tennis club and has been taught by the same teachers that helped Helen Moody and Helen Jacobs to develop such an excellent game. Miss Fitch is a past holder of the Texas state doubles and mixed doubles titles. She prefers doubles to singles, saying that there is so much more to that game, and she likes the opportunity to develop team work.

This fall Miss Fitch has been teaching tennis strokes to music. She believes that this adds pleasure to the necessary practice of the fundamental techniques of the game so that the repetition is interesting to beginners. The student has an opportunity to make many strokes in correct rhythm yet with various tempos. Miss Margaret Johnson, the pianist, has composed and recorded special music for Miss Fitch's tennis classes. The first emphasis is on accuracy because a premature emphasis on speed makes the learner travel the long way rather than the short way to good tennis.

Social dancing classes, a series of about 12 lessons, will be offered on Friday evenings beginning in November. Student group will meet at 7:30, faculty group, at 8:30, in room 11, Mary Hemenway hall. These classes are for beginners only. The instructors will be Miss Harriet Clarke and Miss Margaret Fitch; the pianist, Mrs. Wilson.

MRS. ATKINS
DRESSMAKING
Removed to New Quarters
at 61 Central Street
(Street Floor)

Charm Requires Care Of Person

Miss Osborne Stresses Habits of Health Which Affect Your Attractiveness

DRESS YOUR PERSONALITY

"Everywhere you go and whatever you do, you are leaving an impression behind you," began Miss Elizabeth M. Osborne, consultant on dress and personal appearance, in her first lecture of a series of four on the general subject of "The Impression We Leave." The first two lectures took place Monday and Tuesday, October 26 and 27, at 7:30 and 4:30 p.m., respectively, at Pendleton hall. The first lecture was a general one on the impression we leave, while the second centered on grooming and clothes.

Miss Osborne denounced the narrow point of view that regards a college education merely as a means of getting a job. The college girl must also acquire the two qualities always expected of a woman: those of being both adaptable and decorative. College is the best place to try to attain these traits, as it is there that girls have time to think of themselves more than at any other time in their lives.

"Of all things you wear, your expression is the most important," continued Miss Osborne. "If you assume an expression of boredom, you *are* bored, and you become depressing to those who look at you. Very beautiful women are apt to use beauty and perfect features as a crutch which fails them when they are older."

Besides your expression, there are three other very important factors that girls must take into consideration in trying to make a good impression. They are: correct posture while sitting, standing, and walking; a warm, sympathetic voice; and a pleasant manner —which includes a working knowledge of etiquette.

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Miss Stevenson's Shop
32 Central Street
Chinese water colors and
Japanese prints — $1.00
other prints — 50c

WEEK END FASHIONS

Whatever your plans for a week end . . . . a campus house party . . . . a visit to the country . . . . or a very special celebration in Town . . . . Fredleys have the clothes to make your week end a success . . . . and all are reasonably priced.

Fredleys
Wellesley

THE PEREGRINATING PRESS

AFTER studying the Bible, we have felt ourselves to be very familiar with many of the biblical characters but never quite as familiar as the member of the English literature department who referred to Joseph as "the home-town boy who made good."

* * *

THE students, however, are not responsible for all the jokes that Perry hears. The other day a member of the faculty told her class that Achilles, the great Greek hero, made a charming hostess.

* * *

PERRY attended the president's inauguration and while he was waiting to march he heard a student ask, "And who is giving Miss McAfee away?"

* * *

ANOTHER member of the faculty, this time a male professor, remarked chivalrously to his class that there would be no more papers because he couldn't resist feminine complaints.

A friend of Perry's, who has been a member of the history department for some time, told him about a few of her experiences when she was abroad this summer. She described her cabin-mate on the boat as a very saintly and pious lady who went to bed with a quotation from the Scripture, got up with a quotation from the Scripture, brushed her teeth with a quotation from the Scripture. "But," added Perry's friend looking a little horrified, "when she was seasick, she was the most *pagan* of pagans!"

* * *

SOME juniors were talking before the academic procession when one girl missed one of their usual group. "Where is she?" she questioned. "She's gone to New York for the week-end, haven't you forgotten?"

* * *

PERRY was stunned to learn the other day that the spelling of Wellesley students is not on a par with their other accomplishments. Looking over some music papers in a search for boners, he found noted on one, "There is a car by this name, but it is not a musical term—cord.' And, "Music and baseball may have some things in common, but not bases."

* * *

PERRY pities the poor proctor who began her career so auspiciously a few nights ago. Deciding to do her first bit of proctorial squelching, she burst into the room next door with a firm and loud command, the gist of which was for its occupants to shut up and shut up fast. No sooner had the words passed her lips than her eyes focussed on the house mother as the center of an animated group. Report has it that our conscientious friend retired in some confusion.

* * *

AND then there was the senior who rarely attended chapel. When she tried it last week she found the book of selections among her notebooks when she arrived in history.

* * *

PERRY was discussing the presidents of Wellesley with a freshman, who asked when the college started. A helpful junior replied, "Oh, it began on September 22—that was the first day of freshman week."

PERRY thinks the jolly seniors are not as bright as they used to be. The other night one of them bathed and fixed her hair, put on lipstick and rouge, and then started her French, after a one o'clock, before she realized she had done all her work for two days.

* * *

PERRY is bowed down with grief. Only yesterday he heard of a *senior* who, on waking with a start, looked at her watch and found the time to be 10:30 a.m. She leaped into her clothes, grabbed notebook and pen, and fled to the physics building in a desperate effort to make a 10:40 class. As she panted down the corridor, a clock reading 9:45 confronted her. With an effort the senior controlled her temper as she thought back on a misread watch.

* * *

PERRY felt a tide of wonder rise over him as he listened in a psych class the other day. In illustrating a certain point the professor said briskly: "For instance, college is a preparation for vacation—you do better every year."

* * *

"WHAT are all those people running around with roses on for?" asked one freshman of another, as they walked into the library ahead of Perry.

"Oh, they're all Phi Betes, didn't you know?" answered her friend.

Perry the Pressman

MISS OVERACKER TALKS

(*Continued from Page* 2, Col. 3)

Miss Overacker pointed out several considerations in taking a new point of view toward the constitution. Should the constitution be amended to give Congress the power of regulating commerce and industries or agriculture? Should the power of the Supreme court be curbed? Should the power of amending the constitution be more flexible? Should the president be allowed to appoint judges?

In closing Miss Overacker refuted the oft-raised argument that the New Deal constitutes a threat to American democracy. During the last administration the power of the executive has been expanded and the power of the national government increased at the expense of the power of the state government, while the administration has gone in heavily for economic planning. But we have not seen the formation of semi-military groups or complete concentration of power in the national government, veritable characteristics of the totalitarian state.

Lucky for You — It's a Light Smoke!

When Fun and Smoking Last Way Into the Night...

On party nights—or whenever you do a lot of smoking—you'll find that Luckies, a light smoke, are a comfort as well as a joy! For since Luckies are a light smoke, there's no wear and tear on your throat. Luckies wear well...they're the only cigarette that's "Toasted"... your protection against irritation. So tomorrow, or better, right now, reach for a Lucky—rich with the taste of fine center-leaf tobacco. It's a good morning smoke with a clean, fresh taste. And it's a good night smoke...easy on you...gentle. It's never too late for a light smoke...never too late for a Lucky!

For "Night-and-Day" Smokers —A Light Smoke!

Even though you've been smoking through most of the day, and all through the evening, you'll find that your midnight Lucky tastes as good as your Lucky at noon. For a clean taste, a clear throat... reach for a Lucky—a light smoke!

★ ★ NEWS FLASH! ★ ★

82 years old—She Knows Her Popular Music

Mrs. Elizabeth Bowles of Uvalde, Texas, is a real "Sweepstakes" fan. She writes: "I am 82 years old and this is the first time I have ever won anything absolutely free, and am I pleased!" Congratulations, Mrs. Bowles. We're certainly pleased, too, that you won.

Have you entered yet? Have you won your delicious Lucky Strikes? There's music on the air. Tune in "Your Hit Parade"—Wednesday and Saturday evenings. Listen, judge, and compare the tunes—then try Your Lucky Strike "Sweepstakes."

And if you're not already smoking Luckies, buy a pack today and try them. Maybe you've been missing something. You'll appreciate the advantages of Luckies—a Light Smoke of rich, ripe-bodied tobacco.

Luckies—a light smoke

OF RICH, RIPE-BODIED TOBACCO—"IT'S TOASTED"

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WELLESLEY COLLEGE NEWS

1936 Member 1937
Associated Collegiate Press
Distributors of
Collegiate Digest

REPRESENTED FOR NATIONAL ADVERTISING BY
National Advertising Service, Inc.
College Publishers Representative
420 MADISON AVE. NEW YORK, N.Y.
CHICAGO - BOSTON - SAN FRANCISCO
LOS ANGELES - PORTLAND - SEATTLE

WELLESLEY, MASS., THURSDAY, OCTOBER 29, 1936

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Published weekly, September to June, except during examinations and school vacation periods, by a board of students of Wellesley College. Subscriptions, two dollars per annum in advance. Single copies, six cents each. All contributions should be in the News office by 11:00 A. M. Monday at the latest, and should be addressed to Mary Louise Bartlett. All advertising matter should be in the business office by 2:00 P. M. Monday. All alumnae news should be sent to The Alumnae Office, Wellesley, Mass. All business communications and subscriptions should be sent to the Wellesley College News, Wellesley, Mass.

Entered as second-class matter, October 10, 1919, at the Post Office at Wellesley Branch, Boston, Mass., under the Act of March 3, 1879. Acceptance for mailing at special rates of postage provided for in section 1103, Act of October 3, 1917, authorized October 30, 1919.

DYSPEPTICS, BEWARE!

"Happy men are full of the present, for its bounty suffices them; and wise men also, for its duties engage them."

Carlyle was probably not thinking of the Wellesley student when he made his observation on the wise and happy man. (No doubt he would turn over in his grave if he saw the title of our editorial.) But the Wellesley girl might do well to ponder on Carlyle if she would be wise and happy. Had Carlyle been thinking of us he probably would have added,

"But some there are gorged with the present, for its bounty sickens them; and some, being unwise, find their duties o'erwhelm them."

Now that the year's first banquet of quizzes is laid, our duties are heavy. Meanwhile the bounties keep on piling up—a campaign issue lecture yesterday, plays in Boston all week, a political rally next week, an art exhibit all the time, football games of a Saturday, not to mention fall house parties, the first concert series program not far ahead . . . Our column has limits if the list has not.

This feast of bounties and duties is one to make the ordinary student die of dyspepsia. And so perhaps we ought to advocate selection. As indeed we should, if we were talking to the ordinary student. But we entertain a hope that our readers are not ordinary and that they know well the art of selection. And if they do, they must realize that during these four years more, probably, than at any other time, we have at hand the meat and drink of happiness and wisdom.

Did You Vote?

We raise a voice in protestation against the indifference and nonchalant shrugs which greet college polls and requests for votes. We like to think of college as a community in which larger community activities are foreshadowed. Surely college is the place for the preparation of good citizens. If intelligent voting and interested participation are not found in college, we have little hope that they will be found after college, since one is always more interested in a small and personal group than in a large community. Not only are the people who start these polls unsuccessful, but the indifference of the voters breeds lethargy in the community. The attitude that "my vote won't amount to much anyway" is very contagious. Nobody should ignore timely interests which make him or her a more alert person and a more vital factor in a community.

TRUTH

When the faculty paraded into Alumnae hall for President McAfee's inauguration, it was the first time in four years that we have had a good opportunity to see them all in full regalia. Around us, the faces of seniors and undergraduates alike shone with interest, curiosity, and a kind of awe. We felt, as the long lines marched up the steps to take their places on the platform, what a powerful thing tradition was, and we got the sense, as we had never had it before, of the thousands of men and women who have spent their lives in the search for truth, a search which the velvet on the robes and the colors in the hoods signified.

When people today criticize the academic world as not knowing "what it is all about" because college cloisters are so far removed from life, as it actually is being lived, life that consists in struggling for food, clothing, shelter and a little feeling of security, they are seeing only one facet of the truth. Ideas are as important as their practical application, and colleges today open up new fields of thought. Psychology, philosophy, the more exact sciences, economics, history, literature, music, art—all are open to students and faculty, and all are attempts to find the truth.

In these four college years we may be nearer than we will ever be again to seeing this part of the truth. Let us make the most of our present opportunity, and think, really think, no matter how painful it may be. And when we see the velvet on the faculty members' gowns and feel the power of the tradition behind it, tradition reaching directly back to the middle ages, but with its roots far deeper, let us realize with Tolstoi, "All that people sincerely believe in must be true . . . if it presents itself to me as a lie, I have not understood it."

Peanut Gallery

Editorial opinion has a grateful word for the student body this week. The board is gratified to observe the enthusiasm evidenced by large attendance at Boston theaters recently. Students are showing highly commendable willingness to make the necessary sacrifices of time and money to trek into Boston singly and in groups, to take advantage of the short and worthwhile visits of New York theater groups. Between acts this writer observed the notoriously "intellectual second balcony," to quote a well known faculty member, to be quite crowded with eager Wellesley playgoers. The Boston Symphony, too, has been well patronized this year. No doubt (or are we putting it strongly?) Boston's cultural and dramatic life owes its very being to this, our student body. Just as likely, these columns have had some influence in stimulating this our student body to such commendable support and patronage. Whether or not either of these two observations is true, however, we are happy that you are all seizing your opportunities while they are upon you and seeing and hearing what is worth seeing and hearing.

FREE PRESS COLUMN

All contributions for this column must be signed with the full name of the author. Initials or numerals will be used if the writer so desires.

The Editors do not hold themselves responsible for opinions and statements in this column.

Contributions should be in the hands of the Editors by 11 A. M. on Monday.

Let's Have An A. S. U.

To the Wellesley College News:

There seems to be great discussion about campus as to the advisability of starting a Wellesley chapter of the American Student Union. I should like to put in my vote as hoping there will be one. My reasons for this feeling are twofold.

First, it seems to me that an organization of that sort on campus would help to bring together students who are interested in the ends for which the A. S. U. is organized. This interest at Wellesley now, while it may be here, at least is not very prevalent. This group would present a good opportunity not only for a discussion group in which to formulate clear beliefs and convictions, but also for the practical application of these beliefs and convictions.

Secondly, in belonging to a national organization, the Wellesley students have a larger number of students backing their actions. While it is clearly understood that the means to the ends vary in different chapters, nevertheless the ends—peace, security, freedom, and equality—remain the same. A single group's protest against war has little significance, but a combined protest by the chapters of the A. S. U. would be significant because of the force of numbers and convictions which lies behind it.

It seems to me that Wellesley has much to gain from such a chapter and little or nothing to lose. The fears, once or twice expressed, that the A. S. U. is too radical a group for our campus can well be answered by realizing that the reputation of the Wellesley A. S. U. will be based upon what the chapter does rather than upon what chapters in other colleges have done.

At any rate the proposition is worth a try. Let's all get behind it, and give it a good start.

1939

The Use of an A. S. U.

To the Wellesley College News:

I should like to reply to the letter appearing in last week's NEWS concerning the formation of a Wellesley chapter of the A. S. U. Agreed that the Forum constituted "an inclusive and flexible organization," active members know that it failed to justify its existence in stimulating critical thought and intelligent opinions regarding affairs removed from "dreams and theories."

Despite continued efforts of those who are interested in the A. S. U. to point out that the means to secure the ends of peace, security, academic freedom and equality will be determined by the local situation and the interests of its members, there is still a general impression that the aims of the A. S. U. are "dead wood" as far as Wellesley is concerned. Granted that we are not bothered by "trustee-domination of education" or "negro discrimination and segregation," we should definitely be interested in enlisting Federal student aid for those who stand in quite desperate need of additional funds and in registering our active disapproval of compulsory R. O. T. C. training at our neighbor college, M. I. T. Whatever the issue under the A. S. U. platform, any action taken at Wellesley will be determined by local conditions and will not be misdirected.

Personally, I feel that the chief weakness of the Forum organization as it was lay in the lack of a yardstick by which to measure its strength and its weakness. We have such a yardstick in the national character of the A. S. U. We have, in addition, the sense of being part of a strong, vital and energetic unit, a unit exercising considerable influence in the lives of those students who will feel an increasing responsibility for the management of the government of the United States. It is not too much to hope that an enlightened interest, an expert knowledge and a critical spirit so carefully fostered in our academic classes will bear fruit in the present and future policies of the A. S. U. Is it too much to hope that Wellesley students will measure up to that yardstick of intelligently directed action?

Harriet Fleisher, 1938

Life—A Gamble In Any Case

We gravely weigh with jeweler's gram
The pros and cons of work and love;
Pure intellect without a sham
Contrasted with the turtle dove.

The virtues of the scholar's life
Are many, as we all must feel,
While to be fiancée or wife
Is not without a strange appeal.

French is nice
But shoes and rice
Have an extraordinary spice.

Old History thrills
But trousseau frills
Can equal it with spinal chills.

Geology
A gem can be
Still—diamonds start a family tree.

While in the race
Psych loses face
Beside my own absorbing case.

But still life is *life* anywhere;
Defeat—success—for one and all,
And these designs for living share
A common end if fortunes fall.

Should you give up to some cruel fate,
Lose home and romance to another,
Or get the academic gate,
You'll still be "going home to mother"!

Merry Mary!

Mary, Mary, quite contrary,
How does your corsage grow?
With silver ribbon, blooms, and all,
Kept right on ice until you go.

Vicious Circle

Write to Mary, Sue and Jane,
Though they give a healthy pain;
Soon your letter chute will rain
Swift replies by boat or plane.

John and Walter, Herb and Ray,
At their best can bore you grey,
But your flattery will pay
With a letter every day!

Stale and static—still you write—
Getting answers just as trite.
Buddy, just a note to spare?
Keep my box from being bare!

Squander stamps from coast to coast,
Let the profits be your boast,
Till your soul gives up the ghost
And departs by parcel post!

A College Girl's Ode to a Pincushion Doll

Lady, though your pride be hurt,
Kindly lift your modest skirt.
I must find a vital pin
So *my* pride won't take a spin!

ADONAIS ANNEX

On the Unexpected Appearance of Sun in a Third Floor Chamber

Begone, you dancing slice of sun!
Lighting up what should be done;
Magnifying all the dust
On my bookcase, and the rust
Thick on candlestick and frame,
Sun, you weary me with shame!

Go away and let me sleep,
Let me live from heap to heap,
Ashes mounting in my trays,
Flowers wilting in my vase,
Magazines in mouldy stacks,
Stale newspapers, bric-a-bracs.

Still with glee I can confess,
Sun, you miss my choicest mess.
Piles of fascinating wares
Lurk beneath my bed and chairs,
And worse yet, you god of chores,
You should see my dresser drawers!

Mass Formation

Wellesley to the right of you,
Wellesley to the left of you,
Forward my suffering escort!

Into the opera house lobby stride all my classmates;
Coveys of females from Wellesley—with or without dates.
Which is it—'Hamlet' or Howard—that starts all the rampus?
I never see half this many girls just on the campus!

Third from the left—there's a smart lass.
Good heavens! here's the whole Art class!

That one in blue is from Tower.
(Now, dear, you're beginning to glower!)

I really *must* wave at the short one;
She helped get my Spanish report done.

Oh gracious—I'm losing *my* mind too—
A proctor from Stone's right behind you!

Theirs not to reason why,
Theirs but to laugh and cry.
Swept on the tides of emotion from A to Z
Swept from their dwellings in Wellesley to heckle me!

No doubt I get in their hair just as they're in mine;
Daily we eat—greet—then meet in receiving line!
But really when next we meet I would love it to be
Some place far like the Bronx, or Brazil, or the Bering Sea!

New Drain of Thought

I wonder is it spite or wrath
That prompts the gods who watch our bath
To leave us constantly with doubts
About the force of water spouts.

The water's rise is sadly slow
At first—but then before you know—
You've come to swift hydraulic grief
With problems now in "Flood Relief."

On crests of bath-salt-scented waves
We'll soon descend to watery graves
Or change in time to hydrozoa,
If we don't produce a Noah!

Mother Noture Going Synthetic

Most any sunny morn you'll see,
When standing in the library,
Between the floors of one and two,
A most extraordinary view!

A rainbow here will be revealed
Until the ice has quite congealed
Longfellow's pond and stopped the spray
From sending forth this trusty ray.

Oh! happy life that can produce
V-8's, and Vicks, and orange juice,
And rainbows by the yard which are
The most dependable by far!

Restitution

There's a four-line lack of contribution
In Adonais' distribution,
For which he fears high retribution
And an editorial ablution.

HOOD LININGS REVEAL WEARERS' ALMA MATER

(*Continued from Page* 1, Col. 5)

with red and yellow silk. Among the colorful robes on the platform was that worn by Miss Annie Jump Cannon, of brown with a good deal of red on it. It was the Oxford robe given to Miss Cannon in 1925 with the degree of Doctor of Science; she was the first woman to be so honored by Oxford. Her cap was of black velvet, cut like a beret. Miss Cannon is now connected with the Harvard observatory.

Professors Hodder, Orvis and Moffett, department of history, wore hoods lined with red, indicating that their degrees came from Cornell university. Professor Manwaring and Professor Balderston wore light blue, from Yale, and Professor Heidbreder and Mr. Haroutunian had their Ph.D.'s with Columbia's blue. Professor Johnson's hood was lined with the cherry red of Radcliffe, and Professor Overacker's was maroon and white from Chicago. Mr. Motter wore his B.A. hood with Princeton's orange and black.

But perhaps the most interesting gowns to our American eyes were those of the French universities. The gowns are cut differently, with long sleeves very full at the shoulder, and they carry over from their medieval origin a train that modern professors fasten up in back, tucking it up so high that their skirts show behind. The bonnet is made of gathered felt, tall, flaring slightly at the top, and looking quite like a chef's hat, except that it is much more dignified. The gown buttons down the front, and over the first few buttons is a white *rabat*, lying flat and made of thin, finely tucked material. An *épitoge* is worn over the left shoulder. Professor Bruel's is of red and blue silk, with three ermine bands, front and back. These bands correspond to the three French degrees, *Baccalauréat*, *Licence* and *Doctorat*. Professor de Messières has a yellow *épitoge*, indicating studies in letters. On his gown is embroidered in purple silk the insignia of the *Palmes Académique*, an honor bestowed by the French government. Professor Dennis wears a ribbon on her gown, indicating the *Palmes Académique*.

Senior Relates Her Geneva Experiences

(*Continued from Page* 1, Col. 2)

derstand what an experience it was from this technical outline."

"Well, do you think the summer made any change in your life?"

"Yes, it did," Dilley answered quite seriously. "I have a new, stricter conception of intellectual honesty. I know what intense feelings are. And I was made to feel the breadth of European education." Elaborating on her vision of intense feelings, Dilley continued, "There was an Arab student who used to argue with a Jew about the race riots in Palestine, and a Frenchman and a German who argued about security and Hitler." But, Dilley said, outside of classes and discussions there was no personal animosity.

While Mary Ann admired her European acquaintances, she saw that America and "the American tourist" came in for a good deal of criticism.

"You Americans have so perfected the art of existence," one Scotch boy said, "that you have forgotten how to live." Sir Alfred Zimmern feels that we all tend to specialize too much. Americans are immature in culture, in politics, and in social thought. But we are, after all, a young country. And our youth, say the Europeans, gives us a vitality and an adaptability that is admirable.

Out From Dreams and Theories

The following members of the class of 1936 have teaching positions: Doris Babbidge, apprentice science, Packer Collegiate institute, Brooklyn; Barbara Cassidy, science, English, high school, Webster, Massachusetts; Clara Cohen, English, social science, Northwest junior high, Hartford, Connecticut; Eleanor A. DeVilbiss, apprentice first grade, Oak Lane country day, Philadelphia; Esther Edwards, preschool, Brush Hill country day, Milton, Massachusetts.

Elizabeth Fairbanks, assistant in biology, Rockford college; Eleanor Gillespie, Philadelphia school of occupational therapy; Pauline Gunsser, French, Latin, German, Oak Lane country day, Philadelphia; Dorothy Harrison, apprentice kindergarten, Park school, Cleveland; Nancy Hopkins, apprentice English, Morrestown Friends' School, New Jersey; Elizabeth Johndroe, mathematics, chemistry, German, House in the Pines, Norton, Massachusetts; Carol Kulp, history of art, Connecticut state college; Rachel Lacy, gym, music, Kemper hall, Kenosha, Wisconsin; Frances McLester, English public school, Ashland, Kentucky; Charlotte L. Meaker, teaching fellow, physics, Smith college.

Nancy Mellor, English, mathematics, junior high, Plymouth, Massachusetts; Kathrine Menton, science, Laurel school, Cleveland; Mary Mulroy, history, science, Littleton, Massachusetts; Caroline Neill, music, Oxford school, Hartford; Grace Potter, apprentice elementary, Wellesley public schools; Gwendolyn Pratt, history, English, Barrington school, Massachusetts.

Barbara Ryerson, French, Lasell junior college; Janet Sanford, teaching fellow, chemistry, Smith college; Dorothy Schneider, French, Latin, public school, Newtown, Connecticut; Kathryn Shaner, English, junior high, Boyertown, Pennsylvania; Elinor Thomsen, music, Beaver country day school; Marian Sigler, assistant psychology, Brown university.

Harriet Towle, assistant biology, Colby junior college; Virginia Trask, apprentice, grades 1-4, Fessenden school, West Newton; Janet West, apprentice science, Harley school, Rochester, New York; Helen Wile, assistant nursery school, Kaloramo day school, Washington, D. C.; Elizabeth Williamson, apprentice English, Ogontz school, Pennsylvania.

Institutional Social Work

On Wednesday, November 4, Dr. Miriam Van Waters of the reformatory for women at Framingham will speak upon *The Modern Treatment of Delinquency*. Dr. Van Waters is nationally known and speaks not only upon the general aspects of the subject, but also will suggest opportunities for college women in institutional work. The meeting is under the auspices of the department of economics and sociology and the Personnel bureau and is in Pendleton hall at 4:40.

Vocational Information

The committee on Vocational Information begins its series of talks on occupations for college women in November. Each month a program for that month will be distributed in all the dormitories, and the meetings will be advertised on the bulletin boards. The programs vary from year to year, but the attempt is consistently made to have speakers of note, successful in their own occupation and interested in its possibilities for college women.

The meetings are fully advertised. Watch the bulletin boards and read the programs brought to your room.

The committee is made up of representatives from each class, and the director and the associate in the Personnel bureau. The student members for 1936-37 are as follows:

Harriet F. Badenoch '37, Dorothy W. Fagg '37, Kate C. Supplee '37, Katherine H. Forsyth '38, Jane E. Osmer '38, Jean M. Sheppard '38, Dorothy Barrow '39, Emilie Little '39, Mary Lieurance '39, Retta L. Gelling '40, Barbara N. Hutton '40, Marjorie E. Noppel '40, and Beatrice H. Wakefield '40.

Juniors Will Stage Novel Musical Show

(*Continued from Page* 1, Col. 4)

Stooges, Nancy Ann Decker, Dibby Hull.

Crowd, Alice Pasternack, Priscilla Fall, Billy Wagg, Margaret Breen, Evelyn Robinson, Margaret Andrews, Mary Houghton, Pauline Ritchie, Celena Dean, Lucille Johnson, Bernice Kraus, Betty Jane Dockstader, Wilma Dubin, Rae Gilman, Mildred Foss, Putzie Heinrichs, Emily Blau, Rita Smith, Joyce Knoedler, Ruth Nelson, Miriam Sapiro, Hildegarde Lewis, Nan Salta, Barbara Eckhart, and Ruth Beecher.

The directors and stage managers are as follows: *Executive Manager*, Charlotte Paul; *Production Manager*,

(*Continued on Page* 8, Col. 5)

MISS OSBORNE GIVES SERIES OF LECTURES

(*Continued from Page* 2, Col. 5)

In discussing clothes and grooming, Miss Osborne stressed grooming as by far the more important of the two. She commended the Wellesley girl for her casual campus attire, but warned against the danger of carelessness. It is difficult to look well-groomed only occasionally once you have allowed yourselves to become lax in this matter. She particularly stressed the general slackness of appearance at dinner and breakfast. "Dinner is an event," she said, "and should be set aside from the rest of the day by freshening up and slipping into a soft wool or silk dress—long, if possible." A cold bath or shower in the morning will go far in overcoming that drowsy look by stimulating the circulation.

"In using too much makeup," continued Miss Osborne, "you take away from the charm of the natural bloom of youth and substitute an artificial charm." Correct application of powder, rouge, and lipstick is not improper for campus use, however. Clothes should be kept spotless and pressed, and should be worn neatly in order that you make the best impression.

As for clothes themselves, they should be chosen with your type and coloring well in mind. Remember that you carry four colors with you at all times—coloring of skin, of hair, of eyes, and of highlights (rouge and lipstick)—and choose your dresses to harmonize with these. Colors should be a little *less* intense than the color of your eyes and should also bring out your best features. You must cater, too, to your proportions in choosing clothes.

Conversation and Social Ease and *Personal Appearance and the Job*, the topics of Miss Osborne's lectures Wednesday and Thursday, will be reported in the next issue of the NEWS.

Alumnae Notes

ENGAGED

Hope Elizabeth Robinson '35 to Harvey Fiske Phipard, Jr., M. I. T. '37.

Winnifred Jardine ex-'39 to George Clemens, Yale '36.

MARRIED

Mary Jo Halley '36 to Donald C. Spencer, U. of Colorado '34, M. I. T. '36, on July 25, 1936, in Denver, Col.

Murlel Millar '36 to William B. Armstrong on Oct. 9, 1936, in Forest Hills, N. Y.

Susan G. Lewis '36 to Edward B. Bready, Princeton.

Eleanor Wilcox '34 to Edward Reed Jones, Jr., Yale.

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for evening . . . for sports
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Wellesley Asks For President's Speech

In response to popular demand, the NEWS reprints the text of President McAfee's inaugural address.

"Mr. Dodge and other members of the Board of Trustees; Colleagues of the Faculty; Council of the Alumnae Association; Students of Wellesley College; and other members of the 'Wellesley Family.'"

"I have just been entrusted with the keys of the college, the seal, and the charter—visible symbols of the organization in whose name we are met here today. You have heard me receive the instructions to guard them well. You have not heard the more private instructions that immediately after these exercises the keys are to be returned to the treasure room of the library, the seal to the office of the treasurer. I think there is a deep and significant symbolism in the fact that the only safe way for a new president to fulfill her trust is to rely on her many associates to share it with her.

"When I was discussing with Miss Pendleton the wisdom of my accepting this responsibility she encouraged me to do so by reminding me that the college was so organized that it could run along very smoothly for months without a president (if that were necessary) and by assuring me that its members, trustees, faculty, students, employees, alumnae, were united in a whole-hearted loyalty to the best interests of Wellesley. She assured me of your welcome and your help in getting acquainted with the College. As always, she knew whereof she spoke. Surely I can never adequately express the gratitude I feel for the warmth of your friendliness, the generosity of your welcome.

"Mr. Dodge, I accept the trust you have offered me, venturing to do it only because I may share it with these friends of Wellesley.

"On an autumn day like this, surrounded by so many friends and stimulated by so many words of encouragement, it is hard to believe that it was with a good deal of hesitancy that I accepted this position to which I have now been formally inducted. There were a good many reasons for my hesitation, many of them obvious to anyone who knows me as well as I know myself. It is not of those which I wish to speak this afternoon—the longer I can conceal them from you now, the better! There was, however, one ground for uncertainty which seems to me so crucial to all of us that I venture to take it as the theme of my first message to you since my inauguration.

"Several advisers for whose judgment I have great respect urged me to consider seriously the possibility that by allying myself with a woman's college of liberal arts, especially a privately-supported four-year college, I might be wasting my energies on an *obsolescent* form of institution. The argument runs something like this—and it applies as truly to a freshman entering college as to a person considering the presidency—so I venture to state it in some detail so that I may have the pleasure of answering it to my own satisfaction.

"First, the four-year college is obsolescent. There has been in recent years a rapid development of junior colleges, increasing phenomenally both in numbers of institutions and in enrollment. Only this month *Harper's Magazine* has carried an article by President Hutchins in which he prophesies that 'the public junior college will become the characteristic educational institution of the United States, just as the public high school has been up to now' and that when it has done so, universities and colleges which have insisted on maintaining a four-year course beginning with the freshman year and leading to the Bachelor's degree will find themselves somewhat embarrassed . . . we may expect the ordinary youth to stay at home and complete the work of the sophomore year in college. He will not go away to the university, if he goes at all, until the junior year. Universities and colleges which begin their work with the freshman year will find their freshmen and sophomores limited to local students and those who are rich enough to leave home at a tenderer age than usual. . . . The proposed prize awards at the University of Rochester and the national scholarships at Harvard are attempts to correct this situation. They will be unsuccessful; for they are against the inevitable and the desirable trend of American education. . . .'

"So much for the obsolescence of the four-year college.

"In the second place, according to this argument, one thing more doomed than the four-year college is the privately supported college of liberal arts. State universities have been expanding at an enormous rate of speed and have received both from taxes and from private gifts a far greater financial support than the independent four-year colleges. The decline of great fortunes prophesied by Republicans if Roosevelt is elected, and anticipated by Democrats if Landon takes office, is admittedly dangerous to private subsidies.

"A third part of the argument attacks the liberal arts college as such. Teachers' colleges and professional schools of all kinds are competing with the independent college for students and for support. There is a large group of parents and students which deplores the apparent futility of the liberal arts curriculum—it offers little chance for vocational selection and has proved less useful even in achieving social position than was true before it was considered natural for anyone to go to college. The liberal arts college is according to these critics artificial, sheltered, abnormal in its detachment from so-called 'real life'—the chronic criticism.

"Add to this indictment, in the fourth place, the alleged seclusion, isolation, segregation, cloistered aloofness of a woman's college, and you can see how such discussion would give me pause.

"But you notice I did not pause permanently. Is the four-year college obsolescent? I confess that the duration of the college course is not my main concern. There is nothing sacred in the number four, and if the time should come when there were no freshmen applying for admission to Wellesley I take it there would be more juniors—and we could still remove the For-Sale signs from the village houses each fall. I anticipate, however, that if that day comes it will be so far ahead that you and I will not worry about it. I suspect, however, that it will be a source of great anxiety to many less permanently established colleges in the fairly near future.

"Is the privately supported college doomed? I am an enthusiastic believer in public education in principle and in practice. I strongly suspect, however, that it would be a less effective force in American life were it not for the experimentation which has been possible in privately supported institutions. Moreover, in the threat of repression and propaganda to which institutions of higher education have been subjected in so many parts of the world, there is probably more freedom possible for non-tax-supported colleges than for those which must placate legislatures. The modern world needs that freedom. I hope, therefore, that privately supported colleges can survive. If they do, it will probably be because of the number of small gifts and because of appropriations from great foundations rather than from gifts of large donors. We have not begun to tap the resources of small donors, and I *hope* the years ahead will bring to higher education the active support of so many friends that colleges can survive.

"Is the liberal arts college (independent of a university or other academic unit) obsolescent? I consider it a social necessity if the world is to become a more sensible place in which to live. Nothing is more trite nor true than that our world is full of most amazing contradictions; want in the midst of plenty; war when we cry for peace; crime waves and the most highly developed educational systems we have known; a life-struggle to save the constitution while we deny certain racial groups their most obvious civil rights; enough medical knowledge to prolong life perceptibly and children dying of preventable disease—a crazy world. The two basic reasons for this senseless situation are that some people don't care and that those who do care don't know what to do about it. If we would have this world as good a place for all men to live in as it seems to be for some, we must produce a group of men and women with a standard of value for society, formulated definitely enough to give direction to their efforts—and with adequately trained intelligence to guide them in achieving their goals.

"Socially motivated character and intelligence are never developed in a vacuum. They are functions of vital social situations in which living human beings participate. The independent college, especially if it be primarily residential, has a contribution to make to that process which differentiates it from the unit within a larger whole and gives it a raison d'etre which cannot be overlooked. The undergraduate who is a member of a well-directed campus community experiences group life which gives him phenomenal opportunity to make significant choices and to think intelligently. Unlike the dormitory unit of a great university, the residential college is characteristically an entire community the scope of whose activity is large enough to offer laboratory experience in living as an educated person in relation to many kinds of person. It gives the undergraduate a responsibility in community life which he rarely achieves if he is part of a larger group made up predominantly of more experienced adults. And the under-graduate who can afford the luxury of a college education is uniquely able to contribute to the experience of building a college. I use the term "luxury" advisedly. To be liberally educated is a privilege accorded to a small minority of our population. Normally it requires time, it requires health, it requires mental discipline which is the *right* of any man, but the actual privilege of few. An ideal society would give to every member the chance to enjoy the adventure of thought, the security of perspective. Until we attain that ideal it will be only the favored few who can afford to devote their youth to developing their power to think and to cultivating their understanding of the world of time and space and values in which their thought occurs. The liberal arts college concentrates the opportunity for that developmental process. Most people have to make mental growth an incident in their adult life, enlarging their intellectual powers and horizons in the odd moments of their vocational responsibilities. The few who can defer their assumption of adult responsibilties during a college course condense a long span of avocational experience into the four years of collegiate education. They lose something because of the artificiality of the experiences but they gain something because of the impact of their concentration. Becoming educated is a life-long process. Spending four years at it before the other demands of adult-hood flock upon one develops momentum for the growth of the future.

"If I ride any educational hobby it is this one; that the college community is a significant part of the student's educational experience and should be a demonstration of the highest quality of community relationships. The college should be the ideal employer, it should provide the most healthy living quarters for all its members, it should surround them with beauty, it should govern them with more than ordinary wisdom. The interest of every member of the college community should be the concern of every other one and no mere counting of ballots should give a majority power to dominate or subdue a minority. The college community should demonstrate the power of the educated man to ignore artificial claims to prestige, to rise above arbitrary class lines—economic, racial, social. It should be a community which is never self-sufficient but is in constant contact with a world as wide as space, as old and young as time and eternity. It should be a community in which young and old cooperate to understand each other, in which understanding sympathy is the accepted bond between individuals. Such a community would supply the rest of the world with an example of the joy of living in a rational social system. From it, students can go to the ends of the earth determined to take the fineness of their college experience into the work-a-day world. What has actually happened in the case of hundreds of college men and women has been that they have caught a vision, through actual, personal experience, of the way thoughtful people can live together—and they have not rested until they have culled from the laboratory of their college years those laws of human relations which can operate in their heterogeneous, non-selective home communities.

"It would be a major tragedy in the kind of community I envisage if everyone spent his time trying to become the same kind of citizen which everyone else might be. To have everyone equally interested in every activity on a campus would make for an even more exhausting existence than we now lead. I think a supremely intel-

(*Continued on Page 7, Col. 1*)

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Wellesley Asks For President's Speech

(Continued from Page 6, Col. 5)

ligent community would recognize the differing interests of its members and would cultivate in each a genuine regard for the interest of the others—without requiring attendance at their meetings nor membership in their clubs. I am becoming increasingly impressed by the fact that society is made up of fascinatingly divergent individuals. The merging of their personalities into the colorful pattern of their interrelated life produces a zest and interest and vigor in living which would be disappointingly lacking if all of us undertook to become "well-rounded personalities." I wonder if it may not be the function of the rational community to make room for the lop-sided person so that he is not maladjusted but has his secure niche into which he can fit and from which he can make the unique contribution which his unusual development makes possible.

"Building an ideal community is no kindness to its members, no stimulus to their future development, if they live in it in seclusion and in ignorance of the kind of world in which they have to live the rest of their lives. The scholarship which is the heart of the college community gives that comprehension of the nature of our world. No one mind can compass the whole of it, but the insight the scientist gets of the orderly process of nature, the insight the artist gets into the beauty of creation, the insight of the linguist into the power of expression, the insight of the historian into the sweep of human destiny, the insight of the philosopher into the order of the universe, and that of the religious seer into eternal values—all these merge on the active campus so that each contributes to the whole. Faulty scholarship, slovenly thinking, slipshod work of any kind betrays the fundamental purpose of the college, for it falsifies the truth which we are trying to comprehend. So does any limitation on the freedom of members of the community to inquire into any aspect of truth in which they are interested. Since no one can comprehend that truth in its entirety, I believe heartily in the current practice in liberal arts colleges of asking students to take time to acquaint themselves with the method of ascertaining significant truth in a variety of fields in addition to making themselves more or less masters of some one corner of the field of learning. The comprehension of the point of view of people approaching truth from a variety of angles is the essence of understanding, of tolerance, of appreciation of an aspect of the world about us with which we need to reckon if we would live harmoniously in relation to it. To be for a few months—even in an elementary course—a scientist, an historian, an artist, a literary critic, a philosopher, does more to acquaint a student with the world from the vantage ground of science, history, art, literature, philosophy than any number of lectures *about* these approaches to truth. The graduate of the liberal arts college who has taken "courses in distribution" without sharing temporarily the exhilaration of working toward truth in a field which time will never permit her to cultivate again—that student has missed one of the rich satisfactions of the luxury of higher education.

"What is far more significant—the world desperately needs scores of people who have that catholicity of understanding, that insight into the mental process of people whose method of approach is different from their own. All the experts in the world can be frustrated in their effort to improve the world we live in if they are not sympathetically heard by laymen who yet have the comprehension to credit the expert when he reveals his discovery of truth. The liberally educated man knows enough about all fields of experience to know when he knows too little to assert his opinion. We need men and women like that in this crazy and exciting world. I personally believe that the liberal arts college is a good place to cultivate them.

"But my friendly advisers had one more argument: grant the validity of the independent college of liberal arts, why limit it to women? History clearly indicates that the woman's colleges started because men would not admit the 'weaker sex' to their masculine institutions. Since the great majority of colleges and universities are now coeducational, admitting women to virtually every course of study, is the separate college not doomed to ultimate extinction? Can women really learn about community living when 'gentlemen, the stronger sex, are few and far between'? Is it, in fact, desirable that they should? Is it not an admission of their inequality that they be educated in separate colleges?

"Parenthetically, I consider it an amazing phenomenon that in the span of a short hundred years since Mary Lyon Seminary began, since Oberlin admitted women to the A.B. degree (which event occurred the same year)—in the less than a hundred years since the first woman's college was organized—I consider it amazing that the arguments against women's colleges has been completely reversed. *Then* women could not stand the effects of higher education. They were not worthy to enter men's colleges. It would make them unwomanly. Now, the effective argument against special colleges for women is that it would be better for men and women if they would work together as well as play together over the week-end and that it is more reasonable to dissociate intellectual activity from any sex-classification.

"I shall be delighted when the day dawns that human beings are judged on their merits rather than on their achievements as men, as women. I cannot get in the least excited about demanding rights for women as women—though I am tremendously interested in protecting any woman from the loss of her human rights because she is a woman.

"Frankly, however, the thing which interests me in the established women's colleges is not that they exclude men, but that they seem to me to be doing a fundamentally good job in education. They were three quarters of a century ahead of the game in their original emphasis on community life as a requisite to education. They were driven to it—not by academic theory—but by the necessity of creating such a wholesome place for young women to live that they could discredit the dire prophecies about the effect of education upon them. They built, therefore, comfortable homes, surrounded their students with beauty, insisted on programs of health, demanded active participation in community government—without which it was futile to try to exert the controls over spirited young things which propriety demanded should be exerted. Arising as protest groups, women's colleges had to maintain vigorous academic life—otherwise they would not prove the point that women could be scholars. Thus conditions were established in the early days of the women's colleges out of which has grown an educational tradition and method which commends itself quite without reference to its origin.

"There are by-products of being a woman's college which are evident. It is perhaps easier to be scholarly and community - minded when 'boy-friends' are events rather than habits. It is certainly easier for a larger proportion of women to have a chance to experience the reponsibility and pleasure of leadership when they hold all the offices and need not share them with men. Far more significant is the fact that teaching is definitely strengthened on the woman's campus because so many coeducational institutions would rather lose a scholar than employ a woman—so the women's colleges *can* get and *do* get the cream of the teaching profession. The women's colleges have been dealing with a student group which has been traditionally relatively free from economic responsibilities. With numerous exceptions, the characteristic clientele of the women's colleges has been of an economic level which made it possible to emphasize work of educative significance whether or not it had remunerative value. As society catches on to the fundamental importance of the kind of education provided by the women's colleges, it is to be hoped there will be enough support from the public to prevent the limitation of its opportunities to a narrow economic group—but historically, the lack of urgent pressure on women college students to use their college years to learn a trade has protected the colleges from succumbing to the temptation to train for the immediate future rather than for a lifetime of usefulness.

"And so I came to Wellesley because I believed in the contribution to be made in the years ahead by the independent, privately supported college of liberal arts, and because I believed that the pioneer women's colleges are first rate liberal arts colleges.

"It was only after I began to know Wellesley that I discovered how much more it is than a first-rate college. I should have known that all colleges have their characters, a quality of life which is distinctive—but I had to be here with you to know how much I like your quality.

"I like the courage of your convictions. In little ways you let the fact that it is Wellesley's way justify you. Note these high collared seniors, maintaining a style long since changed elsewhere, but liked by you because Wellesley women do that. In much more important matters like your chapel services, you show this trait. In a day when many people are so conscious of religious uncertainty that they spend their days in 'questing,' 'seeking,' 'yearning' for God, it is refreshing to find an intellectually alert group willing to maintain its religious practice, acting on convictions already achieved, while seeking further insights.

"I like your supplementary trait of self-criticism. Wellesley is proud of itself, but not satisfied. In fact, I think you are very apt to underrate the Wellesley you have built. The chief advantage I see in having a non-alumna president is that I shall have no false modesty about bragging about Wellesley. You are a great college, and one of your great assets when it is not carried to an extreme is your insistence on your imperfections.

"The most distinctive trait of any institution is its personnel and it is, after all, Wellesley's people that make me surest of its super-first-rate quality. When I met Miss Pendleton for the first time last spring, I was struck by her friendliness, her honesty, her sound judgment, her vitality, her serenity. A college whose most typical representative embodies those characteristics is a college of power. It is with the greatest pride that I realize that through these exercises you have now admitted me to Wellesley's rich heritage. You have made me in a peculiar sense the guardian of that heritage by entrusting to me its keys—community life, scholarship, worship. Without community life, scholarship and worship might characterize a professional school—not a college. Without scholarship, community life and worship might characterize a high - grade residential suburb—but not your Wellesley. Without worship, community life and scholarship might characterize a college, but not your Wellesley college into whose foundation stone was built the conviction that 'Unless the Lord build this house, they labor in vain that build it.'

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C. A. NOTES

Miss Scudder Speaks

Miss Vida Scudder, author and former member of the Wellesley department of English Literature, will speak at the tea on Thursday on *Socialism and Christianity.*

Professors Will Speak

Mr. Haroutunian and Mr. John Wild of Harvard will speak on *Christianity versus Social Orders* at 4:40 P. M. in the C. A. lounge on Thursday, November 5. Mr. Wild will show that Christianity does not play a part in the existing orders of government. Mr. Haroutunian will show that Christianity does enter into the principles of existing forms of governments. This will be the last of the series of "ism" lectures at which Communism, Socialism, Capitalism, and their relation to Christianity have been discussed.

Chapel Service

Dr. Halford E. Luccock of the Yale Divinity school will lead the Sunday chapel service on November 1.

Peace Work

There will be a meeting in the C. A. lounge on Friday, November 6, for the discussion of peace work. All are welcome.

A peace group representing various metropolitan colleges will meet in Boston on Thursday, November 5 at 6 o'clock. Anyone interested in attending please report at the C. A. office.

C. A. Tea

On October 21, the Reverend C. M. Gates spoke on *Capitalism and Christianity* at the C. A. tea.

Mr. Gates said he was not trying to defend the evils of the capitalistic system, but he believed that it was the best economic system for humanity. Capitalism, he stated, is the one system whereby man's personality can develop to its fullest extent.

A change of order is not a cure-all, Mr. Gates explained. It is within people and not within a system that the change must take place. Christianity believes that the personality of each man should be brought forth.

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A. A. Antics

Field Day Addition

Added to the customary sharp rivalry of class teams on Field day will be an exhibition hockey match between the Boston and the Irish teams. It isn't often we have the chance to see experts dribbling down the Wellesley turf and twenty cents isn't too much to pay to see them do it. We'll expect you en masse on November 14.

New Head Of Dancing

A. A. wishes to announce that Beulah Levin is the new head of dancing for the 1936-37 season.

Hallowe'en Supper

This is the voice of the Shadow, the shadow of past pleasures and future fun at the Outing club cabin, broadcasting from station WOC, inviting you all to a supper and evening of entertainment on that night of all nights when ghosts walk, witches ride on broomsticks, and hobgoblins come out and dance, in short, Hallowe'en.

Permission to return at ten-thirty, or maybe later, has been obtained, and the spirits, as a special concession, have promised to make their appearance before midnight which is their usual hour. Come and eat bob for apples, do all the other things reminiscent of Hallowe'en, and meet the ghost.

The party will be Saturday evening, October 31. See the Outing club board for further details of time, meeting place, and transportation. Sign early and avoid the rush.

CALENDAR

Thursday, Oct. 29: *8:15 A. M. Morning Chapel. Margaret McAdam, '37, led.

4:00 P. M. Faculty Assembly Room, Green Hall. ACADEMIC COUNCIL.

*4:40 P. M. Room 130, Green Hall. Miss Vida Scudder will speak on "Socialism and Christinnity." Tea will be served at 4:00. (Christian Association.)

*4:40 P. M. Pendleton Hall. Miss Elizabeth M. Osborne will speak; subject, "Personal Appearance and the Job."

Friday, Oct. 30: *8:15 A. M. Morning Chapel. Miss Judith B. Williams will lead.

*8:00 P. M. Pendleton Hall. Campaign address by Devere Allen, candidate for governor of Connecticut on the ticket of the Socialists loyal to the national Socialist movement.

Saturday, Oct. 31: *8:15 A. M. Morning Chapel. Miss Moffett will lead.

*8:00 P. M. Alumnae Hall. Barnswallows Association invites the college and the public to their presentation of three one-act plays: "Half an Hour" (James M. Barrie), "The Happy Journey" (Thornton Wilder) and "Helena's Husband" (Philip Moeller). Programs will be on sale at the ticket booth, Green Hall, Friday, 8:30-3:30, and Saturday, 8:30-12:30. Admission free. Dancing until 12:00 will follow. Formal dress is requested. Admission $1.00 couple, $.75 stag.

Sunday, Nov. 1: *11:00 A. M. Memorial Chapel. Preacher, Dr. Halford E. Luccock, Divinity School, Yale University.

Monday, Nov. 2: *8:15 A. M. Morning Chapel. Miss McAfee will lead.

*7:30 P. M. Alpha Kappa Chi House. Circolo Italiano presents Pirandello's comedy "La Giara." Songs and refreshments.

Tuesday, Nov. 3: *8:15 A. M. Morning Chapel. Miss Dennis will lead.

8:30 A. M.-4:30 P. M. Room 140, Green Hall. PAY DAY (A-L).

7:00 P. M. Torchlight parade beginning at Quadrangle, moving to Homestead, thence to Alumnae Hall. Freshmen assemble near Simpson and Homestead. Following the parade, at Alumnae Hall, Election Rally. Returns, entertainment, refreshments. (The Agora).

Wednesday, Nov. 4: *8:15 A. M. Morning Chapel. Miss Stark will lead.

8:30 A. M.-4:30 P. M. Room 140, Green Hall. PAY DAY (M-Z).

*4:40 P. M. Pendleton Hall. Dr. Miriam Van Waters, Superintendent of the Reformatory for Women, Framingham, will lecture; subject, "The Modern Treatment of Delinquency." (Personnel Bureau and the department of Economics and Sociology.)

NOTES: *Wellesley College Art Museum. Through October 31, exhibition of students' work.

*Wellesley College Library. South Hall. Exhibition of illuminated manuscripts of the 13th and 14th centuries. Early printed books from the press of Aldus.

North Hall. Exhibition of books and manuscripts of interest to students of history, economics and the classics.

*Tues., Nov. 3, 4:00 P. M. Community Playhouse, Wellesley Hills. French films, "Le Barbier de Seville," and "Les Noces de Figaro." Admission $.35. Busses will leave the parking space below Founders Hall at 3:45 and will make a stop at the square. Fare $.10; engage places with the department of French.

*Open to the public.

Juniors Give Show

(*Continued from Page* 5, *Col.* 4)

Virginia Spangler; *Assistant Production Manager,* Margaret E. Miller; *Dance Director,* Judy Martin; *Song Director,* Eleanor Thresher; and *Stage Manager,* Helen Crawford.

Committee heads include: *Make-up,* Polly Gunn and Nardy Reeder; *Secretarial,* Frances Skinner; *Publicity* Jacqueline Wolf; *Scenery,* Marjorie Morgan; and *Costumes,* Edith Davis.

Dialogue was written by members of the class and music written by Charlotte Paul and Eleanor Thresher, assisted by Hope Berger.

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